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ABSTRACT

Lincoln Land Community College's (LLCC's) Summer College for Kids is an enrichment program for gifted children who have completed 4th, 5th, 6th, 7th or 8th grade. The Summer College provides fresh subject matter for talented children in order to extend the range of their perception and understanding, as well as their powers of analysis and expression. The teaching skills of a college faculty member and an experienced elementary classroom teacher are combined to provide hands-on, in-depth exploration of specialized fields of knowledge in science, social studies, business, mathematics, humanities, visual/performing arts, and data processing. Gifted children are identified and recommended by their elementary and middle school teachers according to an abbreviated set of criteria established by LLCC. Even though the program has expanded considerably since its initiation in 1979, many student applications are turned down due to lack of space. In 1979 the program offered only three courses; by 1981, eight courses were added as well as a Fine Arts Camp. This manual provides a collection of informational materials including letters to elementary school principals, college faculty, classroom teachers, child applicants, and parents; corresponding applications and flyers; publicity photos, brochures for various programs; course descriptions for seven of the courses; and an article describing the program, selection criteria for students and teachers, and major learning activities in seven courses. (KL) major learning activities in seven courses. (AYC)

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ED207618

Summer College for Kids 1980

Session I
June 16 through July 3

Session II
July 7 through July 24

LINCOLN LAND COMMUNITY COLLEGE

JC 810 331

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INTRODUCTION

The Summer College for Kids program at Lincoln Land Community College is new, but has developed into a model we hope will be useful to others.

The purpose of this booklet is two-fold:

1) An expression to the teachers and planners of this year's Summer College that their efforts and dedication are appreciated;

2) A comprehensive compilation of material and data employed in the structure of the program so that planners, administrators, advisory groups, and teachers themselves might see how this particular program was put together.

We certainly do not intend to imply that our program is "perfect in every way," but we do feel that our second year's experience has brought us closer to attaining the goal for which this program was intended: namely, to provide through this institution an appropriate academic enrichment experience for 4th, 5th and 6th grade children in our district who are identified by their own classroom teachers as "gifted" and/or "talented" students. A secondary goal, and a very important institutional commitment is also being accomplished by this program: to demonstrate a successful and rewarding cooperative venture between local elementary school districts and the community college. Our own institutional ability to respond appropriately to a need identified by the Region IV Center for Gifted Education as well as the Springfield School District exemplifies the mission of LLCC "to provide all age groups educational services that utilize the special skills and knowledge of the college staff and other experts . . . designed to meet the needs of community groups."

The team-teaching technique employed both an elementary school teacher and a college instructor to work together, not only in the actual classroom setting with students, but also necessitated their working together to plan activities for the program. Hence, a linkage--a mutual resourcing network--developed even before the first session began in June. A deeper appreciation of the concept of "lifelong learning" among professional educators has most certainly taken place.

Administrators at Lincoln Land Community College involved in the 1980 planning included Betty Kyger, Educational Development Officer, who chaired planning meetings and recruited the elementary teachers and college faculty; Dr. David Schultz, Vice President, Academic Services, who interviewed and approved the hiring of the teaching personnel as well as approved the use of campus classroom facilities; and Carol Goode, Director of Community Services Office, who administered the implementation process, including the financial transactions.

Documents copied in this booklet include letters and related support material pertinent to interpretation by local school district personnel and the public in general. Also included (divided into the seven subject areas offered) is a course syllabus, examples of handout materials, supply list, student evaluation forms and a tally of their results, teacher feedback statements, a copy of an article submitted by one of the faculty--Sandra Sheppard--for publication, and a conclusion written by the Director of Community Services.

Appreciation must be expressed to not only the dedicated teachers and school administrators who spent so many hours to make the program successful, but also to others at LLCC who served in this endeavor:

Bookstore Manager--Norma Esarey

Duplication Services Clerks--Charlotte Tarkington, Linda Johnson

Public Information Office Staff--John Emerick, Shirley Ware, Karen Fifer

Library/Audio-Visual Services Personnel--Mike Davis, Jim Jackson, Doug Vanderwater

Community Services Office Staff--Charlott Ostermeier, Pat Shipman, Naomi Fowler, Charlotte Dull

Assistant to the President, Community Relations-- John Giavaras

President--Robert L. Poorman

GENERAL INFORMATION

Summer College for Kids is planned and designed as an enrichment program for children who have completed 4th through 8th grades during Spring, 1981, and who have demonstrated in their classroom activities some of the following characteristics:

- uses a large vocabulary effectively
- does above grade-level work
- comprehends meanings easily
- has knowledge about and an interest in a variety of things
- reads above-grade-level materials
- is clear and accurate in oral and written expression
- does more than the assignment
- asks many challenging questions
- is curious
- enjoys working alone but can take charge of a group
- influences others toward goals
- is respected by classmates and asked by them for ideas

Each class combines the teaching skills of a college faculty member and an experienced elementary classroom teacher.

Refunds

During the first week of June, refunds will be mailed to those students whose applications could not be accommodated.

If there are any questions, please contact the Director of Community Services at 216/786-2430.

Philosophy

The philosophy of the Summer College for kids Program is to provide fresh subject matter for gifted/talented children in order to extend the range of the children's perception and understanding, as well as their powers of analysis and expression.

Program Goals

The College for Kids Program is designed to fulfill the following goals:

1. Provide hands-on, in-depth exploration of specialized fields of knowledge in science, social studies, business, mathematics, humanities, visual/performing arts, and data processing.
2. Provide opportunities for children to reach levels of intellectual stimulation which exceed that which is normally received in the regular classroom at the elementary level.
3. Provide challenging experiences and necessary tools to develop the special interests of gifted/talented children.
4. Promote creativity and broaden interest in the subject areas offered.
5. Expose children to an atmosphere of learning which will increase the probability that they will direct their energies toward fulfillment of their highest potential.

Summer College for Kids 1981

Sponsored by
Lincoln Land Community College
in cooperation with
Region IV Area Center for Gifted Education

SESSION I
June 15 through July 2, 1981

SESSION II
July 6 through July 23, 1981

(Mondays through Thursdays)

Lincoln Land Community College
Shepherd Road
Springfield, Illinois 62708

SUMMER COLLEGE FOR KIDS

SESSION I
June 15 through July 2, 1981

SESSION II
July 6 through July 23, 1981

Information About the Application Process

As described, this program has been developed to provide enrichment experiences for accelerated students from within the college district who will have completed grades 4 through 8 in May, 1981. Others will be considered only for those classes in which a vacancy may occur.

Applications will be accepted in the Community Services Office from May 1 through May 8 and may be obtained from the student's local school administrative office or from the LLCC Community Services Office.

All applicants will be recommended by a panel of experienced educators. Based on information recorded on each application, those students considered most qualified in terms of fulfilling State of Illinois and federal guidelines which identify talent and/or giftedness will be recommended. Thus, students will compete with other applicants for program participation. The date and time applications are received in the Community Services Office will be considered only in cases where equal qualifications exist among the applicants.

Important Notice to Parents

Please read course descriptions carefully. Classes differ by the number and grade level of applicants. Be sure to indicate on the first page of the application form which session your child can attend. If it is possible that the student can attend either Session I or Session II, this should be clearly noted in the space provided on the form. It is also important to indicate whether the student can attend only a class which is offered during a particular time of day. Be sure to check the appropriate box for an afternoon or morning class time if the student's time is limited. If not, please check the space noting that either time is acceptable. Every attempt will be made to place students from the same household in the same class time once the participants are identified. In addition, we will make every effort to place students from the same communities outside Springfield on the same schedule. These efforts will be made to reduce the use of gasoline fuel for transportation.

Each application should be accompanied by a check or money order made payable to Lincoln Land Community College for the amount of $37. PLEASE NOTE: Exceptions to this policy are made for those applicants who request forms for low-income scholarships.

Applicants will be notified about program participation by letter during the week of June 1. Mass Transit bus schedules to the campus will be enclosed to Springfield participants, and a list of participants from the same school district will be included with letters to participants outside of Springfield.

Scholarships for Low-Income

Applicants requesting low-income scholarship information will be mailed scholarship forms by the Community Services Office within one week of the date the application was received. These forms must be completed and returned to the Community Services Office by 5 p.m. on Friday, May 15. Current existing guidelines established by the U.S.D.A. for free school lunches will determine the income standards accepted for Summer College for Kids low-income scholarships.

No checks or money orders should accompany applications upon which requests for scholarships are made.

Scholarship candidates will be notified by letter June 1 through June 5.

Students will be placed in Summer College for Kids classes based on their individual interests, parental information, and school records. The criteria we use to place students in subject areas reflects the manner in which schools place students in Gifted Programs.

SESSION I—10 a.m. to 12 noon

BUILDING A BUSINESS

Enrollment: 18, grades 5 and 6*

Students will be asked to invest one dollar in working capital to start a business. They will then elect officers and produce a product to sell at the college and in the community. Movies, lectures, games and a field trip will also be included in the learning experience.

Instructors:
Fred Ellis, LLCC
Bettye Taylor, Webster Elementary in Springfield

YOU-CREATE-A-FILM

Enrollment: 30, grades 4, 5, 6*

Come be a star! You will have opportunities for acting, directing and writing scripts. You will experiment with designing scenery and costumes, as well as creating characters with makeup. You will actually use video tape, as well as home-movie type equipment. Field trips and professional training films will take you backstage and behind-the-scenes for an exciting view of the theatre and film arts. All this and more await you when you-create-a-film.

Instructors:
Howard Wooters, LLCC
Karen Vogel, Chatham Elementary

GLOBAL AWARENESS AND ANALYSIS

Enrollment: 30, grades 6, 7, 8*

The development of this awareness and the ability to analyze will require answering many questions, such as: What's happening in the Middle East? What's happening in El Salvador? Why is the U.S.S.R. still in Afghanistan? Why the war between Iran and Iraq? Why do most Illinois farmers want the grain embargo to be lifted? Why do Illinois state officials encourage trade and business with foreign countries? What is a multi-national corporation and how does a MNC like Fiat-Allis benefit the City of Springfield? In order to develop an awareness and an ability to analyze international events and activities, the students will use the media, specifically newspapers and television. Class activities will also include field trips, films, guest speakers, and meetings with foreign cultural groups.

Instructors:
Phil Rivera, LLCC
Sue Sullivan, Little Flower School in Springfield

SPOTLIGHT ON LITERATURE

Enrollment: 18, grades 4 and 5*

This course covers a wide selection of classic literature, using novels, short stories, poetry and plays. A variety of literary types will be spotlighted, including science fiction, humor, adventure, and fantasy. Journal-keeping, book commercials and dramatics are among the many fun activities selected to develop critical thinking skills necessary for a greater appreciation and understanding of literature.

Instructors:
Diana Brunning, LLCC
Nancy White, City Day School in Springfield

SAY IT WITH MATH

Enrollment: 24, grades 4-8*

Crack the case with calculators, computers and common sense. Logic is the language which underlies all mathematical thought. Using various tools, like abacuses, slide rules, compasses, calculators and computers, and using codes, puzzels, brain teasers and deductive games, we shall attempt to demonstrate this fact and to learn that language.

Instructors:
Sue Sporte, LLCC
Gerry Casey, Northwestern Elementary in Palmyra

THE COMPUTERIZED TEENAGER

Enrollment: 25, grades 6, 7, 8*

Students in this class will program simple computer applications, learn about and visit computer hardware installations, learn the history and the future of computer usage and careers.

Instructors:
Richard Fowler, LLCC
Marilyn Brown, Riverton Middle School

WHAT'S YOUR NAME?

Enrollment: 25, grades 5 and 6*

This course will examine the family roots and historical backgrounds of each student. The goal will be to examine the many different cultures, racial and ethnic groups that make up our own local community. We will also investigate the various buildings, landmarks, churches and restaurants that illustrate the various cultural groups in Springfield. Lab Fee: $5-7.50 (exact amount will be specified at first class)

Instructors:
John Squibb, LLCC
Marla Pringle, Iles School in Springfield

SESSION I - 1-3 p.m.

EXPLORING THE PHYSICAL SCIENCES
Enrollment: 25, grades 5, 6, 7*

What is the sun? What makes it shine? What are the planets like? What makes the sky blue and the setting sun red? How do raindrops form a rainbow? What did Illinois look like millions of years ago? How are fossils formed? What is an acid? What is inside an atom? Join us to discover the answers to these and many other questions as we explore the physical sciences of astronomy, geology, physics and chemistry. We will visit the Sangamon State University observatory to study the sun and to view the stars and planets through a telescope, hunt for fossils on a geology field trip, and perform many experiments to learn about the physical universe around us. Lab Fee: $3
Instructors:
Jeff Brun, LLCC
Linda Oelheim, City Day School in Springfield

LIFE SCIENCES FOR JUNIOR HIGH STUDENTS
Enrollment: 25, grades 6, 7, 8*

Part ONE; This section will deal with Human Anatomy and Physiology and will include the study of microscope usage, and the skeletal, muscular, circulatory, nervous and digestive systems of the body.

Part TWO: This section will deal with water, wildlife, air and plants and their environmental relationships with each other both in and outside the classroom. The different environments will be studied biologically through observation, discussion, lecture and environmental testing. Field trips will be an integral part of the course.
Instructors:
Bob Muller, LLCC
Ben Dolbeare, LLCC
Leona Edwards, Greenview Elementary

SPOTLIGHT ON LITERATURE†
Enrollment: 18, grades 6 and 7*

PHOTOGRAPHY FOR BEGINNERS
Enrollment: 20, grades 4, 5, 6*

This class will include a brief history of photography, a look at different kinds of cameras and equipment and instruction in photography as a leisure activity. Assuming no previous experience, the class is designed to introduce photographic basics including shutter speeds, f/stops and basic camera-handling skills. Additionally, it will deal with topics of composition, lighting and photo ideas. There are plans for a field trip, individual projects using primarily color slides and a final group activity. Lab Fee: $10 and students should bring their adjustable 35mm cameras with them.
Instructors:
Jim Jackson, LLCC
Judi Holtkamp, Chatham Elementary School

SESSION II - 10 a.m. to 12 noon

BUILDING A BUSINESS†
Enrollment: 18, grades 5 and 6*

YOU-CREATE-A-FILM†
Enrollment: 30, grades 6, 7, 8*

GLOBAL AWARENESS AND ANALYSIS†
Enrollment: 30, grades 6, 7, 8*

SAY IT WITH MATH†
Enrollment: 24, grades 4-8*

THE COMPUTERIZED TEENAGER†
Enrollment: 25, grades 6, 7, 8*

WHAT'S YOUR NAME?†
Enrollment: 25, grades 5 and 6*

THE WORLD AROUND US THRU SOCIOLOGY
Enrollment: 30, grades 4-8*

This course will introduce you to the fascinating study of human behavior as one important method of trying to understand the world we live in. You will be encouraged to develop your sociological imagination. The class is designed to help you gain a clearer understanding of yourself and your society. We will focus on personal growth and career development through problem solving, creative thinking, communication skills and values clarification.
Instructors:
Don Ecklund, LLCC
Patricia Keating, Riverton Elementary School

THINKING AND WRITING CREATIVELY
Enrollment: 20, grades 5 and 6*

Each of us has a unique potential for creative expression. In this class, we will explore the relationship between thinking and writing as expressions of the creative instinct within us, and strive to release that potential through such stimulating activities as mime, games, brainstorming and metaphoric thinking. You will produce stories, poems, plays and other media best suited to your individual interests, and together we will publish a class portfolio of our best works. All materials will be furnished. Bring your imagination!!!
Instructors:
Sandy Sheppard, LLCC
Leona Hacker, West Elementary School in Girard

SESSION II - 1-3 p.m.

EXPLORING THE PHYSICAL SCIENCES†
Enrollment: 25, grades 5, 6, 7*

LIFE SCIENCES FOR JUNIOR HIGH STUDENTS†
Enrollment: 25, grades 6, 7, 8*

PHOTOGRAPHY FOR BEGINNERS†
Enrollment: 20, grades 7 and 8*

THINKING AND WRITING CREATIVELY†
Enrollment: 20, grades 7 and 8*

*Grades completed in May, 1981.

†See description elsewhere in this brochure.

Lincoln Land Community College
(Accredited by the North Central Association of Colleges and Schools)
Shepherd Road Springfield, Illinois 62708 Area Code 217/786-2200

December 3, 1979

Dear Elementary School Building Principal:

So we can produce an improved Summer College for Kids program in 1980 I need your help in a very special way.

The program, as you may be aware, is targeted toward 4th, 5th, and 6th grade students who can be identified as "gifted" or accelerated - children.

Last year - the first year we offered Summer College for Kids - we needed to get the announcements out to elementary school teachers within a very limited period of time. We also felt it was important that every school was mailed the announcement on the same day. Enrollment was limited and reservations were accepted on a first-come, first-served basis.

This year, again, space will be limited and enrollments will be accepted on a first-come, first-served basis. The program, however, will be expanded. More subjects will be offered and two, three-week sessions will be available.

You will no doubt agree with us that communicating information about Summer College for Kids, 1980, directly with the 4th, 5th, and 6th grade classroom teachers will ultimately help us produce a more effective program. Of couse, if a teacher is already engaged in your school to teach 4th, 5th, and 6th grade "gifted" children we would want you to furnish us that name instead.

Please complete the enclosed form and return it within two weeks in the enclosed, self-addressed, stamped envelope.

The teachers you identify on this form will be those to whom we address program information and, later, student enrollment registrations for the 1980, Summer College for Kids program.

Thank you for your cooperation.

Very truly yours,

Carol Goode

Carol Goode, Director
Community Services

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SUMMER COLLEGE FOR KIDS, 1980

The teachers listed below should receive information about the programs scheduled during 1980, at Lincoln Land Community College for 4th, 5th, and 6th grade "gifted" (or accelerated) students.

Signed: _____

Title: _____

Tel #: _____

Teacher's Name	Grade Level	School Name & Address

Please return to COMMUNITY SERVICES OFFICE
Lincoln Land Community College
Shepherd Road
Springfield, IL 62708

TO: FACULTY

FROM: Betty L. Kyger

DATE: December 12, 1979

SUBJECT: 1980 SUMMER COLLEGE FOR KIDS PROGRAM

In the coming summer, we will offer for the second time the College for Kids Program for gifted children who have completed grades 4, 5, or 6. The philosophy of the program is to provide fresh subject matter, to extend the range of children's perception, and to develop their powers of analysis and expression.

The courses are intended to be fast-paced, content-oriented, and designed for high potential children. Each course will be developed and taught by a team of teachers — a Lincoln Land instructor and an experienced elementary teacher. The courses should provide an opportunity for children to reach levels of intellectual stimulation which exceed that normally attained in the regular classroom activities.

Classes will meet on LLCC campus Monday through Thursday. The first three-week session will be from June 16 through July 3; the second session will be July 7 through July 14. Both sessions will present the same courses. Attached is a general description of the 7 courses to be offered.

LLCC instructors who qualify according to the following criteria may apply to teach in the 1980 Summer College For Kids Program. Remuneration to LLCC contractual faculty will be $20/class hr. to teach in the program. The deadline for teacher application in the program is January 18, after which interviews may be held. An application form may be obtained from the Educational Development Office.

Criteria for Selection of LLCC Instructors for
1980 Summer College for Kids Program

1. Teach five or less contact hours (LLCC courses excluding General Studies) during 1980 summer session.
2. Have teaching experience in appropriate subject area.
3. Be prepared to cooperatively develop and team teach the course with an elementary teacher.
4. Enjoy working with children of the fourth through sixth grade age group.

Arithmetic Enrichment — Enrollment: 28 — Time: 10:00 - 12:00

Arithmetic Enrichment will consist of selected topics designed to enrich the students' background in algorithmic processes. The material presented might reflect upon calculator- and/or computer-related topics.

Building a Business — Enrollment: 30 — Time: 10:00 - 12:00

The class will organize and manage its own corporation. Students will design, produce and sell a product while they make company decisions and investigate the fields of corporate business, consumer economics and the stock market. During the activities students may use recorders, calculators, and small computers.

Creative Writing — Enrollment: 16 — Time: 10:00 - 12:00

What is creative writing, anyway? In a sense all writing is creative. It is personal and individual. But when we speak of creative writing, we're generally referring to imaginative stories, poems, and plays. Creative writing allows students to express themselves in their various moods. It gives them the opportunity to think, to use concise, concrete language. Students may gain an appreciation and understanding of various literary forms and techniques as they study creative writing.

Exploring the Physical Sciences — Enrollment: 28 — Time: 10:00 - 12:00

Discussions, films, experiments, and demonstrations of selected topics in the physical sciences, including physics, chemistry, astronomy, and geology will be included.

Jr. Great Books — Enrollment: 16 — Time: 10:00 - 12:00

Through a series of probing, open-ended questions, each student group will discuss the world's great literature in an effort to arrive at an understanding of the meaning and significance of these classics to themselves and their world. Besides increased self-awareness, this course offers students the opportunity to become careful, critical, perceptive readers and sharpens their ability to articulate ideas, opinions, and insights.

Life Science — Enrollment: 28 — Time: 1:00 - 3:00

The students will be given experiences in biology, agriculture, horticulture, and dentistry by using instructors from LLCC with special expertise in each of these areas. The biology, agriculture, and horticulture will emphasize laboratory experiences outside and on-location with the dentistry emphasizing inside laboratory experience. (This course may be divided into units with a different LLCC instructor teaching each unit.)

Theatre Arts — Enrollment: 30 — Time: 10:00 - 12:00

Come be a star! Opportunities for acting, directing, designing scenery and costumes, using makeup, writing scripts and working with video taping equipment plus more, await you.

Lincoln Land Community College

(Accredited by the North Central Association of Colleges and Schools)
Shepherd Road Springfield, Illinois 62708 Area Code 217/786-2200

December 12, 1979

TEACHER APPLICATION
1980 SUMMER COLLEGE FOR KIDS

College for Kids is a community outreach program for gifted children who have completed grades 4, 5 or 6 during the present academic year. The philosophy of the program is to provide fresh subject matter, to extend the range of children's perception, and to develop their powers of analysis and expression.

The courses are fast-paced, content-oriented and designed for high potential children. Each class will be team taught by a LLCC instructor and an elementary teacher.

The 1980 Summer College for Kids Program will be as follows:

	Time	Enrollment
Physical Science	10:00 - 12:00	28
Life Science	1:00 - 3:00	28
Building a Business	10:00 - 12:00	30
Mathematics Enrichment	10:00 - 12:00	28
Theater Arts	10:00 - 12:00	30
Junior Great Books	10:00 - 12:00	16
Creative Writing	10:00 - 12:00	16

Classes will meet Monday through Thursday on Lincoln Land Community College campus. The first three week session will be held from June 16 through July 3; the second session from July 7 through July 24. Both sessions will present the same topics.

Elementary teachers will be paid $360 per 3-week session. If you are a certified teacher and interested in children of these grade levels as well as a topic offered, please fill out the form attached. Applications should be in the office of Mrs. Betty Kyger no later than January 18, 1980.

Criteria for Selection of Elementary Teachers

1. Hold Illinois elementary certification of K-9.
2. Have teaching experience at intermediate or junior high levels.
3. Be agreeable to team teaching.
4. Enjoy working with children of the fourth through sixth grade age group.
5. Have educational background in course content preferred.

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TEACHER APPLICATION FORM
1980 SUMMER COLLEGE FOR KIDS

Name _____ Home Phone _____ School Phone _____

Home Address _____ School Address _____

_____ Zip _____

Type of Certification _____ Years of Teaching Experience _____

Degree Earned _____ Grade Levels Taught _____

College/University _____

Grade Level Now Teaching _____

Topic Preferred: 1st Choice _____

2nd Choice _____

Please give a short explanation for the following:

Special Qualifications or Skills: _____

_____

_____

_____

Reasons for Applying: _____

_____

_____

_____

Administrator Reference: (name, address, phone)

_____

_____

Please send to: Mrs. Betty Kyger
Educational Development Office
Shepherd Road
Lincoln Land Community College
Springfield, IL 62708

_____
Signature

Lincoln Land Community College
Office of Community Services

February 21, 1980

Dear Classroom Teacher:

You have been identified by the building school principal as the person with whom we should correspond regarding the 1980 Summer College for Kids Program.

On March 17 I plan to mail enrollment applications which you will need to distribute to your gifted students.

The students to whom our Summer College for Kids Program is targeted are those who have completed 4th, 5th, or 6th grade and who you consider "gifted." Children who demonstrate a marked interest in the subject matter of the selected course and who consistently achieve above grade level in that subject are the students identified as "gifted." Statistics indicate that 2%-5% of your student population might be "gifted." Guidelines to help you identify gifted people are enclosed.

The subjects to be offered are as follows:

Physical Science	(28 limited class size)
Life Science	(28 limited class size)
Math Enrichment	(28 limited class size)
Building A Business	(30 limited class size)
Theatre Arts	(30 limited class size)
Creative Writing	(16 limited class size)
Jr. Great Books	(16 limited class size)

We plan to charge $37 per student and two sessions will be offered: June 16-July 3 and July 7 - July 24. Each session will contain all seven subjects, but some of the subjects will be scheduled during the afternoons instead of during the mornings. Each session will be held Monday through Thursday for three weeks. Certificates of Accomplishment from Lincoln Land Community College will be presented to students the final day of each session.

We will require your endorsement (signature & date) on applications from your students. By doing this, you will have indicated the student will probably have a successful experience in Summer College.

Would you complete the enclosed form and return it before March 4. A self-addressed, stamped envelope is enclosed for your convenience.

Please feel free to contact me (786-2430) before March if you have any particular questions or comments.

Very truly yours,

Carol Goode

Carol Goode
Director, Community Services

CG:mo

enc:

Shepherd Road, Springfield, Illinois 62708, 217/786-2432

SUMMER COLLEGE FOR KIDS PROGRAM

College Mission

One mission of Lincoln Land Community College is to conduct a comprehensive educational program which will provide for the educational needs of all the residents of its community. In relation to that mission, the College for Kids Program is being developed through knowledge of community needs and desires, and will be conducted within the bounds of financial prudence.

Philosophy

The philosophy of the Summer College for Kids Program is to provide fresh subject matter for gifted/talented children in order to extend the range of the children's perception and understanding as well as their powers of analysis and expression.

Program Goals

The College for Kids Program is designed to fulfill the following goals:

1. Provide hands-on, in-depth exploration of specialized fields of knowledge in science, business, mathematics, humanities, and visual/performing arts.

2. Provide opportunities for children to reach levels of intellectual stimulation which exceed that which is normally received in the regular classroom at the elementary level.

3. Provide challenging experiences and necessary tools to develop the special interests of gifted/talented children.

4. Promote creativity and broaden interest in the subject areas offered.

5. Expose children to an atmosphere of learning which will increase the probability that they will direct their energies toward fulfillment of their highest potential.

SOME CHARACTERISTICS OF GIFTED INDIVIDUALS

I. GENERAL INTELLECTUAL ABILITY

1. Learns quickly and easily; retains well.
2. Comprehends meanings easily; can do difficult mental tasks.
3. Has knowledge about and an interest in a variety of things.
4. Uses a large vocabulary effectively.
5. Does some above grade-level work.

II. SPECIFIC ACADEMIC APTITUDE

1. Is clear and accurate in oral and written expression.
2. Reads above grade-level materials.
3. Does more than the assignment.
4. Engages in his own special projects, spending much time and effort.
5. Wants to know the reasons and causes for things.
6. Reads and enjoys discussing material in a specific area.

III. CREATIVE THINKING

1. Asks many questions, often challenging the teacher and textbook.
2. Tends to go off the beaten track, with much humor and playfulness.
3. Feels strongly about many things and often expresses his feelings; sometimes causing resentment in fellow students.
4. Likes to work alone.
5. On special projects, has unusual capacity for originality, concentration, and just plain hard work.

IV. LEADERSHIP ABILITY

1. Is liked and respected by most of the members of the class.
2. Is able to influence others to work toward desirable or undesirable goals.
3. Can take charge of the group.
4. Can judge the abilities of other children and find a place for them in group activities.
5. Is often asked for ideas, suggestions, and decisions.
6. Enters into things with contagious enthusiasm.

V. VISUAL AND PERFORMING ARTS ABILITY

1. Dramatic
   a. Readily shifts into the role of another character, animal or object.
   b. Communicates feelings by means of facial and body expression, gestures, and voice tones.
   c. Can imitate others; mimics people and animals.

2. Artistic
   a. Uses art to express own experiences and feelings - draws a variety of things, people, places.
   b. Is interested in others artistic work, and appreciates and learns from others.

3. Musical
   a. Performs with musical feeling.
   b. Responds readily to rhythm, melody and harmony.
   c. Has good coordination and sense of rhythm.

TEACHER INFORMATION FOR STUDENT APPLICATION
FOR SUMMER COLLEGE FOR KIDS, 1980

Please send me _____ ___(number) student applications for Summer College for Kids which I will distribute in March to the students in my class I regard as "gifted."

Signed (Name)_____

(Grade)_____

(School)_____

(City, town)_____

Lincoln Land Community College
Office of Community Services

Dear Summer College for Kids Applicant:

Enclosed is your check for $37. We are sorry the class and session for which you applied was full when we received your request.

We attempted to use 2nd and/or 3rd choices when first choice classes were full, but if an application did not indicate any additional choices, we have no alternative but to refund the application fee.

We have kept your application on file and if you wish to apply for another class, please telephone our office (786-2432) weekdays between 8 a.m. and 5 p.m. at your earliest convenience to see if your desired class can be accommodated.

Thank you for your interest in Summer College for Kids. Hopefully, we will be able to serve you in the future.

Sincerely,

Carol Goode

Carol L. Goode, Director
Community Services Office

CLG:co

Enclosure

Shepherd Road, Springfield, Illinois 62708, 217/786-2432

Lincoln Land Community College
Office of Community Services

May 12, 1980

Dear Parent:

Thank you for your interest in our 1980 Summer College for Kids. We hope the program will be fun and interesting for your child.

Your application for a low-income scholarship for your child to subsidize his/her $37 registration fee is enclosed.

Please complete the form, attach necessary information and return it in the enclosed stamped, self-addressed envelope before May 23rd.

You will be advised during the week of June 2nd if your child has been awarded the scholarship. If he/she is a successful candidate, the payment you sent with the application will be returned with the "letter of award."

Naturally, there are several applications for scholarships and limited funds. Scholarship awards will be based on the information you return to us; therefore, please be sure to send complete income information.

Your scholarship application information will be rated with the others we receive and those with the greatest financial need will be given priority.

Please don't hesitate to contact me at 786-2430 weekdays if you have any comments or questions.

Very truly yours,

Carol Goode

Carol Goode, Director
Community Services Office

CG:co

Enclosures

Shepherd Road, Springfield, Illinois 62708, 217/786-2432

Student's Name _____

Lincoln Land Community College
SUMMER COLLEGE FOR KIDS 1980

APPLICATION FOR SCHOLARSHIP (Low Income)

Lincoln Land Community College is requesting the following information to determine your income eligibility. All information becomes the property of LLCC and will be considered confidential. A copy of the first page of your income tax from for the last filing year is required and must accompany this completed application form.

A letter of employment may be required for single working parents.

PLEASE COMPLETE THE FOLLOWING:

1. Personal Information -- Head of Housenold

Name _____ Social Security No. _____

Address _____ Zip _____

Sex _____ Age _____ Phone Number _____

Marital Status _____ Married _____ Single _____ Divorced _____ Separated

If married, spouse's name _____

Date of Marriage _____

Number of Children (under age 17) _____ Foster Children? _____yes _____ no

Total Number in Household _____ if yes, now many?_____

Names of foster children _____

Do you receive:

_____ Social Security Amount/Month _____

_____ Veternas Assistance Amount/Month _____

_____ Public Aid Amount/Month _____

_____ A.D.C. Amount/Month _____

_____ Child Support Amount/Month _____

_____ Alimony Amount/Month _____

_____ D.V.R. Amount/Month _____

_____ Unemployment Amount/Month _____

_____ Other _____ Amount/Month _____

2. Income Information -- Income of self and/or spouse and/or other household members.

	Name	Address	Occupation	Employer Name & Address	Total 79 Income
Self					
Spouse					
Other					
Other					

I certify that the information contained in this application is true to the best of my knowledge.

Date _____ Signature _____

Lincoln Land Community College
Office of Community Services

June 3, 1980

RE: Application for 1980
Summer College for Kids
Scholarship information request

On May 12 I sent you a letter and form to complete and return to me before May 23.

Since I have not heard from you, I want to advise you that we have processed your child's application for Summer College for Kids and applied the check you had previously enclosed toward his/her registration fee.

Hopefully, this is what you desired.

If it is not, please contact me at your earliest convenience at 786-2430, Monday through Thursday, 8 a.m. to 5:30 p.m.

I have mailed a letter of confirmation to your child.

Thank you.

Very truly yours,

Carol Goode

Carol Goode, Director
Community Services Office

CG:co

Shepherd Road, Springfield, Illinois 62708, 217/786-2432

Lincoln Land Community College
Office of Community Services

May 27, 1980

Dear Student,

Welcome to Summer College for Kids 1980!

We have processed your application and enrolled you in the following class:

_____ _____ _____
(session) (course title) (time)

On the first day ONLY of your assigned class, we would like to meet you thirty minutes ahead of time (9:30 instead of 10:00, or 12:30 instead of 1:00) in Logan Hall Auditorium. At that time President Robert L. Poorman will welcome you to the college, you will learn about the campus and the facilities you will find here (game room, learning resource center, cafeteria, etc.), and you will be introduced to your teachers.

At that time you will also receive a packet of student supplies and a name tag.

Enclosed is a campus map and a Springfield Mass Transit summer bus schedule (if you are a Springfield resident) or a list of other students from your community outside Springfield in case you might wish to arrange a car pool.

I shall look forward to meeting you on opening day.

Very truly yours,

Carol Goode

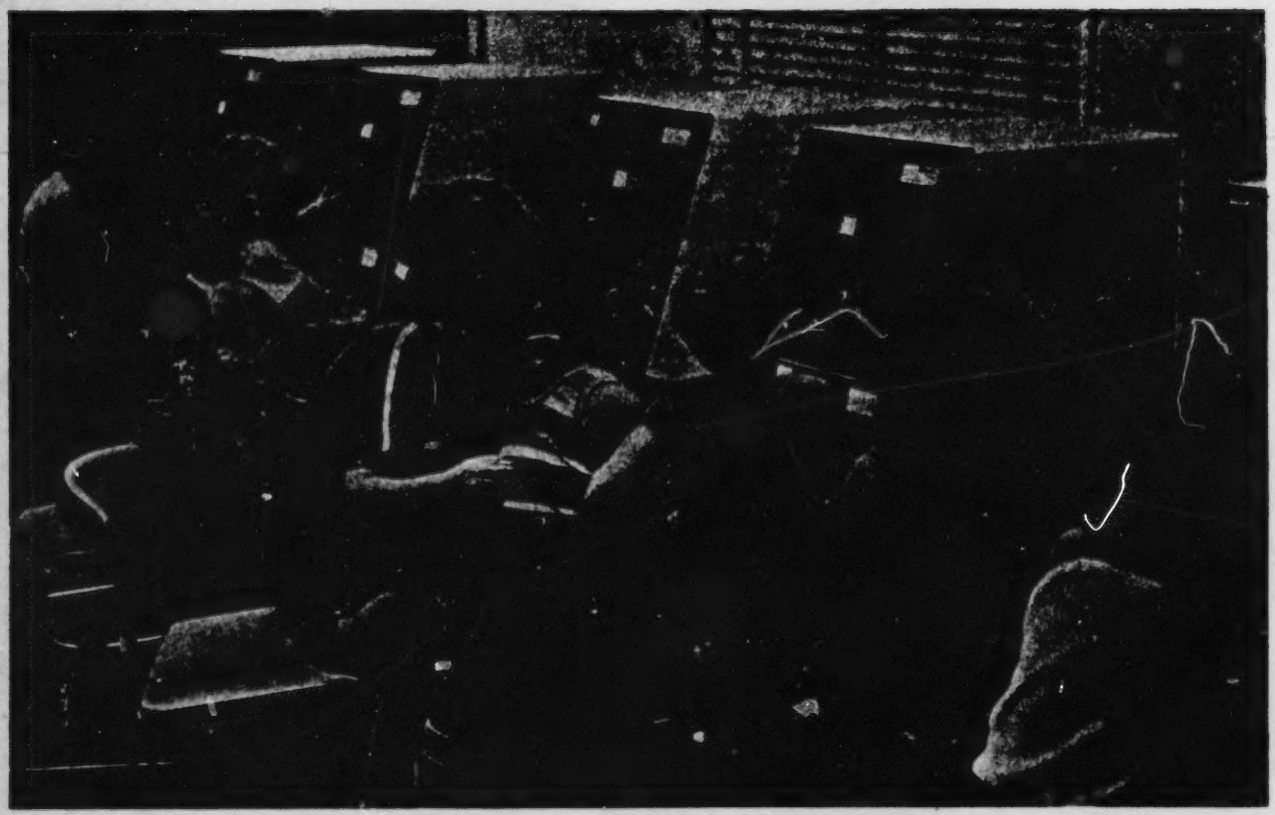
Carol Goode, Director
Community Services Office

CG:co

Enclosures

Shepherd Road, Springfield, Illinois 62708, 217/786-2432

Adventures in Math



How to Build a Business

You-Create-a-Film

Creative Writing

Expioring the Classics

Experiences in the Life Sciences

Exploring the Physical Sciences

COLUMN TITLE: THE NEW EXPERIMENTER (or THE EXPERIMENTER)

AUTHOR: SANDRA SHEPPARD
LINCOLN LAND COMMUNITY COLLEGE, SPRINGFIELD, ILLINOIS

TITLE OF ARTICLE: "THEY'RE GETTIN' YOUNGER EVERY DAY!"

"Mommie, I'm bored. What can I do this summer?"

"How about going to college?"

And that's just what gifted and very talented boys and girls are doing at Lincoln Land Community College in Springfield, Illinois. It's called "Summer College for Kids." It's the Library-College in action. For the kids who enroll, those entering 5th, 6th, and 7th grades, it is, from all reports, even neater than summer camp and may even approach Disneyland for fun and excitement. It is truly a college curriculum, utilizing all the special resources available at a college, tailor-made to suit the interests and tremendous abilities of this very special population. Put between sixteen and twenty-eight gifted kids together in the same room, and magic happens. Add a community teacher, a college faculty member, and a vast support system, and the result is a winning combination for everyone involved.

No one can deny that we need to do more for our exceptionally talented young students. By the time they're ten or twelve, many of these kids have already decided to "wait it out" and may even appear to be "slow" or unmotivated in a traditional classroom setting geared for the "average" ones. They are some-

times hard to spot, and, once identified, even harder to serve in an exemplary fashion. State boards of education across the nation are beginning to give new priorities to gifted programs, and Illinois is a leader in this movement. Lincoln Land has responded to the critical need with a full-blown program, and has become a model for others wanting to replicate the idea.

The LLCC "Summer College for Kids" first opened its doors in 1979 with three course offerings. Since that time, the courses have been expanded to seven, with plans for at least two and possibly as many as four additional course offerings in 1981. As offerings expand, so too does community response. Number of students accomodated each year has correspondingly increased markedly, growing from 90 in 1979 to 350 in 1980. About 120 applications for the 1980 session were denied admission because of full enrollments, an indication of the quickly growing community enthusiasm for the program. It is the college's goal to have as many openings as there are eligible children eager to enroll, for it is disappointing to both the college and the child whenever an application must be returned. This "snowball" effect signals a very healthy prognosis for the College for Kids.

********** WHO IS GIFTED?

To be eligible to enroll, a child must have a written endorsement from his/her teacher. Even though the screening process virtually insures that only the identifiable very bright are enabled to register, many underachieving or seemingly "average" children who are actually gifted will continue to be missed. For this reason, every effort must be made to furnish the public and parochial school teachers with very explicit criteria and clues to identifying gifted and very talented children, a task not easily done with any degree of accuracy.

Then just what are the characteristics of gifted children? Who will be best served by this type of enrichment? In the area of general intellectual ability, this child learns and remembers quickly and easily, uses common sense, sees relationships and comprehends meanings, thinks and expresses ideas clearly. S/he has knowledge about and interest in a wide variety of subjects, is very observant, alert, and responds readily. Typically using a large vocabulary, reading and working above grade level, this child uses good and sometimes unusual work habits. S/he can rise above failure met in experimenting or making projects, and wants to know the why's and how's. Socially, s/he demonstrates leadership qualities, is liked and respected by most classmates, and is able to influence others to work toward desirable (or undesirable!) goals. S/he can judge the abilities of other children and find a place for them in group activities. Others often ask him or her for ideas, suggestions, and decisions. His/her enthusiasm is

contagious, and s/he seems to sense what others want and helps them to accomplish it.

A gifted child often demonstrates special abilities or interest in one or more areas, i.e., science, math, drama, art, music, etc. It is often because of a child's special area of interest that a classroom teacher first becomes aware of potential greatness. Physically, s/he is energetic, generally healthy, enjoys participating in highly competitive games, and is one of the best coordinated children in class. S/he may invest much time practicing an athletic skill towards achieving mastery. S/he is a creative thinker, asking many questions, often challenging the teacher and textbook, coming up with unexpected, even "smart alecky" answers. Work tends to be off the beaten track, with much humor and playfulness interjected. Products may be considered wild and silly. S/he likes to work alone, and has an unusual capacity for originality, concentration, and hard work. S/he does "more than the assignment." This child is sometimes resented by fellow students because of his/her crazy ideas and forcefulness in presenting and pushing them through. This description is, of course, a composite portrait, but the possession of very many of these characteristics does indicate giftedness.

These behavioral indicators may take some of the guesswork out of targeting the 2% to 5% of the population that is gifted, but anyone who has ever taught in a regular classroom knows that sometimes all we have is a gut feeling about a child's ability to perform at the super level. Always our gut feelings are

colored by our own personality, the child's personality, and our teaching style, which may or may not uncover giftedness in our students.

**********WHO DECIDES?

Who recommends children for the Summer College for Kids? Lincoln Land serves fourteen counties, an area including thirty-nine school districts and a population of over 270,000. If the determination of giftedness were left up to the parents, the college would be flooded with applicants, and hundreds more would be disappointed by unaccepted registrations than already are. Therefore, a carefully structured screening process has been designed to insure that only the very bright receive brochures. Throughout the LLCC district, every elementary and middle school principal submits a list of teachers in his/her building who has contact with 4th, 5th, and 6th graders. Then each of those teachers is individually contacted by LLCC and asked to determine how many children in his/her classroom would be considered "gifted" under an abbreviated set of criteria. The correct number of applications is sent to each school for distribution to those identified students. As a further safe-guard in insuring that only children with teacher recommendations receive an invitation to enroll, the teacher must endorse each brochure distributed. This method of screening is far from fail-safe, primarily because of the difficulty of identifying the very bright, the inconsistency in applying the criteria from teacher to teacher, and the variance of academic competition from building to building.

Nevertheless, it seems to be a workable technique, if the high calibre of children who apply is any indication.

Why does it have to be so complicated to screen for the very talented? Is it necessary at all for a program of this type? Wouldn't any child benefit from and enjoy this high level of enrichment? We have found that careful screening is necessary for at least three reasons. First, because of the advanced nature of each course offering, children who are not quick studies soon begin to feel frustrated and "left behind." The other consideration is the purely pragmatic one of logistics: capacity and P.R. Even with the tight control afforded by the present system, about one-fourth of the applications received were denied because of full enrollments. As the program gains popularity, the competition to enroll will approach ever closer to the 100% mark among the children invited to participate. The program is, by definition, designed for the gifted, and we are certain that the children who do enroll are at least accelerated, highly motivated, very bright, and talented. Only in maintaining high standards for entry will the integrity of the program be preserved as one that challenges the gifted, this being the third reason for screening.

**********AND WHO SHALL TEACH?

Selection of teachers for the program is an equally important key to its success. Each class is taught by at least two individuals, a certified community teacher with experience working with the target group, and a Lincoln Land faculty member with expertise in the subject matter plus an interest in and ability to work with

children. These instructors must plan the course content together and teach as a team. They are equal partners. In this instance, team teaching is at its best, and the responsibility for both content and discipline is mutually shared.

Teachers of the gifted should possess many of the qualities exhibited by the gifted themselves. These characteristics were outlined in "Methods Overshadowing Programming in Educational Literature," NNCCVTE Newsletter, Volume V, Number 2. The importance of energy, enthusiasm, reasoning skills, imagination, and unusual talent in the teachers cannot be underestimated. Within their areas of expertise, they must know the lateral dimensions as well as the vertical, the theoretical as well as the factual basis. They must be able to see the larger picture of the interdisciplinary nature of their subject. It's the process, and not the product, that must be the more important concern. They must be willing to take risks, to diverge from "traditional" modes, to fight the system in behalf of these very special kids. In short, they will go the extra mile, because working with these children means giving 100%, and receiving in full measure.

**********WHAT SHOULD I TAKE?

Which class to take can be a tough decision for the kids, and course offerings are continually expanding in response to feedback received from students, parents, and instructors. Seven courses were offered in 1980 in two contiguous three-week sessions. They were Adventures in Math, How to Build a Business, You-Create-A-Film, Creative Writing, Exploring the Physical

Sciences, Experiences in the Life Sciences, and Exploring the Classics. Classes met for two hours a day, four days a week, for three weeks. With the exception of the Life Sciences class, each was taught by a community elementary school teacher and a college faculty member. The Life Sciences class involved six college faculty from various specialized areas and one community teacher.

In "Adventures in Math," students explored numerical bases other than ten, learned calculator games, and were surprised to learn that sometimes old-fashioned head work is faster and easier than using a calculator! They designed, administered, and analyzed computer readable surveys in small groups. Five days were spent in Sangamon State University's computer classroom where the children had access to eight terminals and monitors. They programmed computer graphics, and each child came away with large print-outs of his/her name and a picture.

"How to Build a Business" began with a study of basic business terminology and the legalities of establishing a corporation. Students established the CCI, Candy-Cookie, Incorporated, elected a board of directors, and came up with the various departments needed to produce and market the products. The board interviewed "applicants" for chairpersons of advertising, sales, and production departments, and made judicious appointments matching personal characteristics with the various job descriptions. Hopeful "producers" sponsored a taste-test party for the corporate body,

and the most salable, cost efficient fudges and cookies were selected for production. Committees handled publicity, manufacturing, and marketing. The class made a nice profit, by the way! An additional on-going activity was a Stock Market game. Each student selected a stock, and checked the Wall Street Journal every day. The "investor" who had made the most paper profit from an initial mock $50 investment at the end of the course was declared winner of the game.

Those with a desire for their name up in lights could become stars in "You-Create-A-Film." The class viewed films about creative filmmaking and movies produced by children. Hands-on experiences with costume design, stage-makeup (you just had to be there!), scenery, and set design were gained in mini-workshops. Students wrote, directed, staged, performed, and videotaped commercials for "new and unusual" products. Now they were ready for the big time. After studying some classic silent movies, such as The Great Train Robbery, the kids wrote, blocked, and shot "on location" Calamity at Clayville, a silent cowboy movie, set in a restored pioneer living history center fifteen miles from campus. They used Super-8 fast film so that they could splice, edit, and "premier" for parents and friends on the last day of class. Then, this troupe of canned hams took a field trip to back-stage at Springfield's Muni Opera in the evening before a performance to watch the actors, the makeup, set, and costume crews, as well as the lighting and sound technicians in action. Of course, what came next was an evening under the stars

with front row seats for The Sound of Music. "You-Create-A-Film" is, by any standards, a hard act to follow (pun intended!).

The "Creative Writing" group studied three major genres: poetry, the short story, and creative drama. The children wrote haiku, name and formula poems, tanka, and limericks. They delved into elements of the short story, such as point of view and characterization, and wrote mysteries, tall tales, and animal stories. Then they became playwrites. Their best works were selected by the class, compiled, and published in a ringed notebook, several copies of which were given to each author, as well as cataloged and placed in the college library.

In "Exploring the Physical Sciences," students ventured deep into the worlds of light and optics, physics and chemistry, geology and astronomy, performing numerous experiments in the college laboratories. They viewed sun spots through the fourteen inch telescope with solar filter at the Sangamon State University observatory, and went on a fossil hunting field trip.

Six Lincoln Land faculty and a coordinating community teacher served as area specialists for the "Experiences in the Life Sciences" class. Botany, zoology, agriculture, horticulture, dentistry, and outdoor recreation were among the areas studied. Students dissected and electrically charged live muscle tissue, dissected plants and fish, and learned how to use microscopes. They rooted plant starts, pruned, and studied soils. A field trip to a producing farm owned by the agricultural technology instructor provided knowledge about meat science and wheat crop

science. A fishing expedition on the on-campus pond gave a lesson in marine biology as well as outdoor recreation. Handling dental assistant training equipment and teaching models drove home pointers on preventive dentistry. An experienced bloodhound would have been left in the dust by this roving band of scientists!

"Exploring the Classics," the section I team taught with Marjorie Stearns (Diana Brunning taking my place during the second session), was an excursion into literature. We knew that many of these kids are into speed reading, into quantity versus quality. We wanted to give them the experience of slowing down, savoring good literature, analyzing themes and metaphysical interpretations, and increasing their own self-awareness. Therefore, we selected materials that would promote careful, critical, perceptive reading, with the goal of sharpening their abilities to articulate ideas, opinions, and insights. We began with The Little Prince, by Antoine de Saint Exupéry, a work that can be enjoyed as a bedtime story, studied as a philosophical societal critique, and understood as a metaphorical autobiography and self-psychoanalysis of the author himself. The ability of these children to comprehend and draw out even the most metaphysical themes astounded us. We supplemented our reading with autobiographical tidbits and the phonograph narration.

Next, we divided the class into two groups by grade level to study both Richard Bach's Jonathan Livingston Seagull and Margery Bianco Williams' The Velveteen Rabbit. The small group idea was

valuable socially because the children, strangers to each other at first, were becoming more comfortable sharing personal thoughts and experiences with each other. Within the small group, they were easily able to open up and discuss heavy concepts of the possibility of reincarnation and their self-perceptions of being "special" in an average world, of possibly being right-brained in a left-brained world. We all enjoyed becoming quiet and listening to Richard Harris' recording of Jonathan in the dark, experiencing the feeling of a guided fantasy in a meditative state.

Katherine Paterson's Bridge to Terabithia reinforced the personal application of what we were learning about ourselves, and gave the children a taste of identifying with literary characters, empathizing with their feelings. We were glad we saved this personal experience for last, because we knew the kids were by now building a cohesive bond with one another.

An on-going experience was a personally selected special project. On the first day of class, each child chose one book from a small collection of selected, screened books. We distributed an annotated bibliography to help the children decide. The first volumes of several addictive series were among the options, and children were forbidden to choose a book or author they had already read. They were then given written guidelines for sharing the book with the class. Several children studied up on their authors on their own, or found other supporting material in the college library. Their oral presentations had to include a "something extra" to help them explain the story. We discussed

many possibilities, such as a diorama, a mural, a book of drawings, a poem, a song, a sculpture, a map, a slide show, photograph album, writing a different ending, a puppet show, costumed dolls, a dramatic reading, a play, a tape recording of sound effects, a newspaper unfolding the story ace reporter style, a comic book, or...? Midway through the course, each child had a ten minute conference with the teacher who had read his/her book to discuss plans for the presentation. Finding the theme or moral to the story, what the author was trying to say, was stressed. On report days, each child knew s/he had only eight to ten minutes to present. At the beginning of each report, every child was given a 4" x 6" note card on which he/she evaluated the presenter for coverage of the guidelines and the other speech related pointers the teachers had given. Almost without exception, when asked to evaluate each other, they were very supportive, always tempering their incredibly blunt, but constructive criticism with a positive comment. They instinctively knew the value of praise, but on the same token set very high standards for themselves and others. The packet of "reviews" along with teacher comments, was given to the presenter to keep. Because at least one of the teachers had read every book on the truck before classes began, we were able to ask intelligent questions to help the presenters out of some tight spots (and into others!). Even the youngest ones, just barely ten, were amazingly good at putting together supurb presentations. This style of reporting was unlike anything any of them had ever exper-

ienced, and they loved the chance to really pour 100% into a major class presentation beyond merely reading a "book report." "Reading" was discouraged, notes only allowed, eye contact stressed. Their "something extras" incorporated multiple combinations of ideas discussed, and products ranged from one boy's lovely wire sculpture, a hand-made T.V. rolling screen, to a trip to the Illinois State Historical Museum to take pictures of "Moley," "Ratty," and "Mr. Toad." The child who read The Adventures of Tom Sawyer was even taken by her parents to tour Hannibul, Missouri, 125 miles away! Several children came in costume.

The class met in the college library by design. Each member was required to obtain a library card, and used the collection freely for course related work and personal interest exploration. These kids took to the Library of Congress system like a duck takes to water, and we marvelled at their facility with the divided card catalog. We marvelled at them, period!

Through an open-ended course evaluation questionnaire, we got a good deal of valuable feedback from the kids and their families. It was gratifying to learn how involved many of the parents and siblings were with their student's course, some whole families practically auditing the course from their own living-rooms! One parent commented, "My child probably did more thinking and purposeful reading in this three week class than she did in six weeks or more of regular classroom work. She has begun to realize that reading something complicated might be more rewarding in the long run, even though it takes some effort..." Another

said, "Our student thoroughly enjoyed the class. The books she read encouraged her to try to understand themes which is one aspect of reading she has not had much experience with. The books also broadened her interests...This was the first experience she has had in researching the author's life. She now looks at the author's name on books in the bookstore instead of just the title." And another, "Our student really enjoyed being treated like a mature student. Some of the assignments were time consuming, but she never complained or seemed to resent them...a very positive, rewarding, and enriching experience." The students' comments were equally enthusiastic and positive, several commenting that the special project (pure Library-College, by the way!) was their favorite part of the class.

**********The Library-College in Action

Without exception, every class reflects Library-College thought. All course offerings are interdisciplinary, multi-level, and allow for some measure of self-directed study. There are no textbooks, no long lectures. Enriched by field trips, guest resource persons, the vast array of the college's instructional facilities, sophisticated media technology, and team teaching at its best, the program provides a unique experience for each child. Classes are small, ranging from 16 to 28, producing low student/teacher ratios of 8:1 to 14:1, and providing extensive individual attention.

Every single teacher involved feels invigorated and recharged from working with these kids in such a challenging

learning environment. No one can say who has the better time in Summer College for Kids, the kids or the teachers. What can be said is that we all grow together, enrich each other, and share of ourselves in a unique way that only mutual respect and caring can allow.

**********Administrative How-To's

How did the Summer College for Kids come about? Lincoln Land was approached by the Springfield public schools to study the need and feasibility of a gifted program for our fourteen county area. Under the Illinois Department of Specialized Educational Services, the state is served by seven Area Service Centers for the Gifted. Mr. Terry Sherer, Director of Region IV, and Eugenia Hamilton, Director of Springfield Public School District's Talent Development Program, worked closely with personnel from Lincoln Land in the initial conceptualizing stages. Lincoln Land's Educational Development Officer, Betty Kyger, proceeded to recruit and chair a committee of Lincoln Land faculty to plan, schedule, write course descriptions, recruit instructors, and finalize the entire program. The Director of Community Services of LLCC, Carol Goode,

carried out the publicity, student screening and application process. Together, Kyger, Goode, and the planning committee brought the College for Kids from conception to birth. After rounding two full circles, our only big problem seems to be growing pains, keeping up with the ever increasing need and demand for more extensive offerings, keeping up with snowballing

excitement and enrollment. Some problem, you say! Now that's a "problem" that more schools would like to have!

Anyone wanting more information about the Summer College for Kids may contact Carol Goode, Lincoln Land Community College, Shepherd Road, Springfield, Illinois 62708.

-30-

CONCLUSIONS

The criteria for student participation in SC4K was that his/her classroom teacher sign the individual application to indicate he/she felt the student did meet guidelines by which gifted children are identified in local school districts. It is difficult to conclude that enough students who could not meet those guidelines participated in the program to warrant screening beyond that teacher recommendation. Undoubtedly, age and maturity variances among the students was a cause for concern from the teachers--even those whose class size was limited to 16 students. Limiting certain grade levels or ages to certain classes, expanding the program to include 7th and 8th grade students, dropping entirely fourth graders from the program will be considerations we will want to include in planning next year's program.

Although 348 students participated this year, 114 others could not be accepted because of lack of space and their registration fees were returned or refunded. The majority of the students were placed in their "first choice" classes and even those who were placed in their second or third choices indicated their experience in the program was successful.

Certainly, local bus transportation for Springfield students eased many students and parents' concerns about travel arrangements to classes. On the other hand, students from the outlying communities had difficulties planning transportation. Accompanying each "outside Springfield" student's confirmation letter was a list of other students from the same community who would be attending. In spite of our efforts to facilitate local out-of-town carpooling, several students, even after they were accepted, could not attend because they could not make travel arrangements. Scheduling one of the seven classes at a different time did not have a positive effect on participation.

Twelve children from low-income families received full scholarships from funds donated to the college for that purpose.

Financially, the program was successful. Expenditures did not exceed income. Our business office allowed a restricted "in and out" budget item which made the bookkeeping simple. The Community Services Office kept individual records and since an external source of funds was not used, our own financial accounting was uncomplicated, hence, efficient.

Overall, we are impressed by the inter- as well as intra-institutional support, the student and teacher enthusiasm, and the parents' encouragement. Expanding subject areas, "tightening-up" student selection processes, restricting certain age/grade levels within particular courses as well as lessening the time during which applications are considered, will be the areas most needing changes for next year.

APPLICATION--
SUMMER COLLEGE FOR KIDS 1981
Lincoln Land Community College

For consideration of this application, parents must complete Part I of the application; the applicant must submit the short essay explained in Part II; and achievement and intelligence data must be obtained on Part III from the school.

A check for the amount of $37 made payable to Lincoln Land Community College should accompany this application (not required for low-income scholarship requests*). Payer's social security number should appear on check.

PART I
TO BE COMPLETED BY THE PARENTS

My Child is able to attend (please indicate both a day and time):

○ Session I June 15-july 2 ○ Session II July 6-23 ○ 10 a.m. to 12 noon ○ 1 p.m. to 3 p.m.

NAME _____

ADDRESS _____

CITY & ZIP _____

HOME PHONE _____

FATHER'S NAME _____

PHONE _____ OCCUPATION _____

MOTHER'S NAME _____

PHONE _____ OCCUPATION _____

BIRTHDATE _____/_____/_____ CURRENT SCHOOL GRADE _____

SCHOOL _____

SCHOOL ADDRESS _____

SCHOOL PHONE _____

TEACHER _____ PRINCIPAL _____

Is this student currently participating in a state approved program for intellectually gifted children? _____ If yes, briefly describe program activities. (use back if necessary) _____

_____

Describe any significant experiences with which the student has been involved. (Projects, awards, travel, competitions, etc.) _____

_____

Does the student have any medical or physical conditions which should be known if enrolled in this program? If yes, please explain. _____

_____

I give my permission to the _____ schools to release to Lincoln Land Community College Summer College for Kids any information they have on my child which may be needed to determine eligibility and acceptance status. I understand that this information may not be released in a personally identifiable manner by the LLCC Summer College for Kids (or its representatives) without my expressed written consent.

_____ DATE _____
Signature of Parent or Guardian

* ○ Please send me an application for a low-income scholarship.

for office use only:

Date Received	Time	Checked By	Placement	Returned/ Confirmed

PART II
TO BE COMPLETED BY APPLICANT

Choose either question A or Question B to answer. You should write less than 300 words in your answer OR you may illustrate your answer with an original drawing. (You may also use the back of this page.) Circle your choice.

◯ Question A: Describe yourself in the year 2010 A.D. What will your life be like? What will be your greatest achievement? What personality traits will be most important for you to have?

◯ Question B: Describe a new machine you are going to invent. What is its purpose? Why did you invent it? How does it work? What is it made of? Who is goine to use it? Is it an important invention? Why?

Things I would like to learn more about in Summer College for Kids 1981:

PART III
TO BE COMPLETED BY SCHOOL PERSONNEL

_____
Name of Applicant

Has the student been approved by a district screening team for participation in a gifted program? _____

THE INFORMATION REQUESTED BELOW IS REQUIRED:

Please list most recent scores and dates.

I. Achievement Test Data:

Name of test

_____

Date _____

	National Percentile Rank
Social Studies	_____
Science	_____
Language Arts	_____
Arithmetic	_____
Reading	_____

II. Intelligence Test Data:

Individual (if available)

_____

Score _____

Date _____

Group

_____

Score _____

Date _____

THE INFORMATION REQUESTED BELOW IS OPTIONAL:

III. In the space below, please evaluate: (use back if necessary)

A. Social Development:

B. Academic Performance:

IV. Additional test data which you believe might be useful in the selection process:

V. Is there any other information about this student which you feel should influence his/her eligibility for a specific discipline available this summer?

_____
Signature

_____
Position

APPLICATION DEADLINE: 5 p.m., Friday, May 8, 1981

Return to: Summer College for Kids 1981
Community Services Office
Lincoln Land Community College
Shepherd Road
Springfield, IL 62708

APPLICATION--
SUMMER COLLEGE FOR KIDS 1981
Lincoln Land Community College

For consideration of this application, parents must complete Part I of the application; the applicant must submit the short essay explained in Part II; and achievement and intelligence data must be obtained on Part III from the school.

A check for the amount of $37 made payable to Lincoln Land Community College should accompany this application (not required for low-income scholarship requests*). Payer's social security number should appear on check.

PART I
TO BE COMPLETED BY THE PARENTS

My Child is able to attend (please indicate both a day and time):

○ Session I June 15-july 2 ○ Session II July 6-23 ○ 10 a.m. to 12 noon ○ 1 p.m. to 3 p.m.

NAME _____

ADDRESS _____

CITY & ZIP _____

HOME PHONE _____

FATHER'S NAME _____

PHONE _____ OCCUPATION _____

MOTHER'S NAME _____

PHONE _____ OCCUPATION _____

BIRTHDATE _____/_____/_____ CURRENT SCHOOL GRADE _____

SCHOOL _____

SCHOOL ADDRESS _____

SCHOOL PHONE _____

TEACHER _____ PRINCIPAL _____

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TO BE COMPLETED BY APPLICANT

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Individual (if available)

_____

Score _____
Date _____

Group

_____

Score _____
Date _____

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_____
Signature

_____
Position

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Lincoln Land Community College
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Springfield, IL 62708

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